



James Hendrix Elementary

1084 Springfield Road
Boiling Springs, South

Grades	PK-4 Elementary School	
Enrollment	778 Students	
Principal	Dawn S. Neely	864-578-1288
Superintendent	Dr. Scott Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

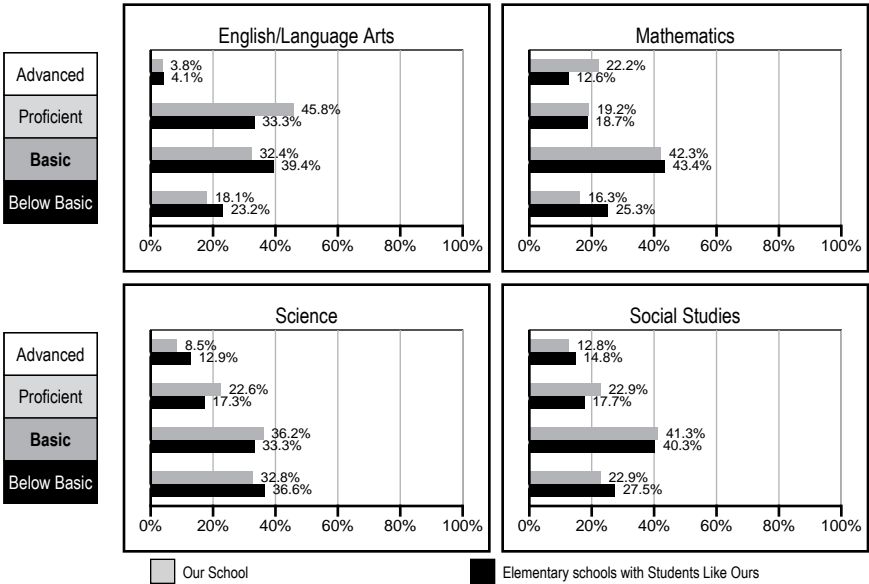
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	37	43	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=778)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 3.0%	2.9%	2.3%
Attendance rate	96.4%	Up from 96.1%	96.1%	96.3%
Eligible for gifted and talented	5.1%	Up from 2.5%	8.9%	10.4%
With disabilities other than speech	6.6%	Up from 3.9%	9.0%	7.5%
Older than usual for grade	0.5%	Up from 0.3%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	51.1%	Up from 51.0%	56.5%	56.7%
Continuing contract teachers	78.7%	Up from 69.4%	79.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.4%	Down from 83.5%	87.1%	86.4%
Teacher attendance rate	94.4%	Up from 93.0%	94.9%	94.9%
Average teacher salary	\$44,071	Down 4.7%	\$45,408	\$45,345
Professional development days/teacher	9.0 days	Up from 8.1 days	12.8 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 28.2 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.1%	Up from 86.4%	89.4%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,658	Up 14.8%	\$7,082	\$7,052
Percent of expenditures for instruction*	62.0%	Down from 64.7%	68.5%	69.1%
Percent of expenditures for teacher salaries*	57.0%	Down from 58.6%	63.8%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

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Report of Principal and School Improvement Council

The 2007-2008 school year has been a spectacular one for Hendrix! We began the year by validation of our teachers' and students' excellence through notification that we had met the requirements of Adequate Yearly Progress (AYP) as outlined by the federal legislation known as No Child Left Behind. In January, we entered into a cultural exchange with the teachers at Izumi Chou Kindergarten in Gifu City, Japan. Two teachers taught at Hendrix in the K4 and K5 classrooms. In April, two administrators and three teachers spent a week in Japan, teaching in their school and visiting an International Baccalaureate School in Kyoto, Japan. Also in April, Hendrix was notified by the Education Oversight Committee (EOC) that we were to be recognized for closing the achievement gap among historically low performing groups.

Our academic achievements in 2007 were outstanding. In reporting PACT scores in English Language Arts (ELA) and Math, our third graders scored 84.1% basic and above in ELA and 84.2% in Math. Our fourth graders scored 74.6% basic and above in ELA and 75.8% in Math. Upon completing the Measures of Academic Progress (MAP), we discovered that one of our fourth graders and one third grader had the highest Math scores in MAP in District Two. Two of our second grade students had the second and third highest Math Map scores in the District.

In March of 2008, Jim Mahoney, the Hendrix Elementary International Baccalaureate consultant, wrote a glowing report of the progress Hendrix is making toward authorization. All members of the faculty and staff received either on-site or regional training in the IBO/PYP model of instruction. Parent education workshops regarding PYP were held during April for parents at each grade level. "Coffee, Tea and the PYP" was a great success with many positive comments about their children's enthusiasm toward learning.

As a Title I school, we continue to move toward excellence in all areas of instruction. We enjoy a strong partnership with our parents and community which we cherish.

Dawn Neely, Principal
Susan Rhodehamel, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	121	71
Percent satisfied with learning environment	84.4%	89.3%	87.1%
Percent satisfied with social and physical environment	93.5%	85.0%	78.9%
Percent satisfied with school-home relations	75.0%	84.3%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 24 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified-Hold
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.2%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	262	100	17.6	32	46.7	3.7	62.3	60.7	48.2	Yes	Yes
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Gender

Male	136	100	22.8	28.3	47.2	1.6	58.3	53.8	41.7	N/A	N/A
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Female	126	100	12	35.9	46.2	6	66.7	68.5	55	N/A	N/A
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Racial/Ethnic Group

White	108	100	7.6	27.6	59	5.7	75.2	64.4	60	Yes	Yes
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African American	60	100	18.2	38.2	43.6	0	56.4	49.8	31.7	Yes	Yes
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Asian/Pacific Islander	22	100	20	40	30	10	55	51.3	70.4	I/S	I/S
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Hispanic	59	100	39.2	35.3	23.5	2	39.2	38.8	38.4	No	Yes
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	35	100	34.4	25	37.5	3.1	50	13.3	16	I/S	I/S
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Migrant Status

Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	21.6	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	89	100	30.4	31.6	36.7	1.3	49.4	46.8	36.9	Yes	Yes
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Socio-Economic Status

Subsided meals	181	100	21.7	36.1	39.8	2.4	56	48	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	262	100	15.6	43	19.3	22.1	56.1	57.7	45.8	Yes	Yes
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Gender

Male	136	100	15	36.2	25.2	23.6	63	57.8	45.6	N/A	N/A
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Female	126	100	16.2	50.4	12.8	20.5	48.7	57.5	45.9	N/A	N/A
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Racial/Ethnic Group

White	108	100	9.5	38.1	26.7	25.7	67.6	62.4	59	Yes	Yes
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African American	60	100	20	54.5	9.1	16.4	45.5	40	26.9	Yes	Yes
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Asian/Pacific Islander	22	100	20	40	5	35	40	41.7	71.3	I/S	I/S
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Hispanic	59	100	23.5	41.2	21.6	13.7	47.1	39.9	38.1	Yes	Yes
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	35	100	34.4	37.5	9.4	18.8	46.9	18.3	17.1	I/S	I/S
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Migrant Status

Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	16.2	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	89	100	19	45.6	19	16.5	49.4	46.5	38.7	Yes	Yes
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Socio-Economic Status

Subsided meals	181	100	19.3	44.6	17.5	18.7	49.4	46.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	193	100	31.7	35.6	23.3	9.4	32.8	41	35.7	96.4	96
Gender											
Male	100	100	28.4	31.6	29.5	10.5	40	44.6	37.4	96.3	96
Female	93	100	35.3	40	16.5	8.2	24.7	37	33.8	96.4	96.1
Racial/Ethnic Group											
White	77	100	17.3	34.7	34.7	13.3	48	46.1	49.2	95.6	95.9
African American	42	100	38.5	38.5	15.4	7.7	23.1	23.3	17	96.6	96.7
Asian/Pacific Islander	19	100	27.8	33.3	22.2	16.7	38.9	31	58	96.4	97.3
Hispanic	46	100	56.4	30.8	12.8	0	12.8	17.6	24.9	97.3	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	95.7
Disability Status											
Disabled	27	100	44	20	20	16	36	15.9	14	95.5	94.8
Migrant Status											
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	97.6	96.9
English Proficiency											
Limited English Proficient	70	100	45.2	33.9	16.1	4.8	21	24.5	24.4	97	96.6
Socio-Economic Status											
Subsided meals	132	100	38.5	35.2	18.9	7.4	26.2	29.6	21.1	96.2	95.4
Social Studies											
All Students	197	100	22.3	41.8	23.4	12.5	35.9	35.9	34	96.4	96
Gender											
Male	103	100	22.7	36.1	27.8	13.4	41.2	39.5	36.6	96.3	96
Female	94	100	21.8	48.3	18.4	11.5	29.9	31.9	31.3	96.4	96.1
Racial/Ethnic Group											
White	83	100	18.5	42	27.2	12.3	39.5	39	44.5	95.6	95.9
African American	45	100	11.6	55.8	23.3	9.3	32.6	20.9	19.1	96.6	96.7
Asian/Pacific Islander	15	100	38.5	15.4	7.7	38.5	46.2	32.1	58.9	96.4	97.3
Hispanic	42	100	40	37.1	17.1	5.7	22.9	28.6	27.5	97.3	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	95.7
Disability Status											
Disabled	26	100	16.7	45.8	20.8	16.7	37.5	9.5	14.4	95.5	94.8
Migrant Status											
Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	97.6	96.9
English Proficiency											
Limited English Proficient	66	100	36.8	38.6	15.8	8.8	24.6	29.5	27.3	97	96.6
Socio-Economic Status											
Subsided meals	138	100	27	42.9	20.6	9.5	30.2	24.5	21	96.2	95.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	142	99.3	14	29.5	52.7	3.9	56.6
	4	132	100	24.4	41.2	33.6	0.8	34.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	134	100	16.9	32.3	47.6	3.2	50.8
	4	128	100	18.3	31.7	45.8	4.2	50
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	142	98.6	13.3	49.2	23.4	14.1	37.5
	4	132	100	24.4	40.3	19.3	16	35.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	134	100	19.4	43.5	20.2	16.9	37.1
	4	128	100	11.7	42.5	18.3	27.5	45.8
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	74	100	31.8	36.4	21.2	10.6	31.8
	4	132	100	42.9	29.4	20.2	7.6	27.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	34.4	32.8	21.3	11.5	32.8
	4	127	100	30.3	37	24.4	8.4	32.8
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	71	98.6	20	48.3	25	6.7	31.7
	4	132	99.2	31.9	48.7	13.4	5.9	19.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	7.8	39.1	31.3	21.9	53.1
	4	128	100	30	43.3	19.2	7.5	26.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample